DOCUMENT RESUME

ED 407 651 CS 012 785

AUTHOR	Butkus, Deborah L.; Willoughby, Mary, Ed.
TITLE	Family Literacy: Getting Started.
INSTITUTION	Colorado State Dept. of Education, Denver. State Library and Adult Education Office.
PUB DATE	95
NOTE	51p.; For a related document, see CS 012 786.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Definitions; Early Childhood Education; *Family Literacy; Models; *Parent Student Relationship; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS	*Colorado

ABSTRACT

Noting that family literacy is an intergenerational approach to education that addresses the needs of both the adult and child learner, this booklet presents aspects of family literacy programs and steps to help ensure the program's success. After discussing the need for family literacy, the book discusses the effectiveness of family literacy and presents a definition of family literacy. The booklet then addresses components of family literacy programs--adult basic skills education, the early childhood component, and the parents and children together component. The booklet next discusses family literacy models and evaluation procedures. The booklet concludes with steps on how to get a family literacy program started, including preparing the community, assessing need, accessing resources, recruiting families, and implementing and evaluating the program. Contains 19 references and 18 notes. Appendixes list family literacy resources, indicators of program quality, parent time topics, a family interest survey, programs for two 1-day family literacy programs, advice on home visits, and a family literacy questionnaire. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 407 651

CS

Family Literacy:
Getting Started

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N. Burt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Office of Adult Education

State Library and Adult Education Office

Colorado Department of Education
201 East Colfax Ave.
Denver, CO 80203

CS012785

BEST COPY AVAILABLE

Family Literacy:
Getting Started

1995

written by
Deborah L. Butkus
Family Literacy Specialist
Colorado Springs School District 11 - Adult Education Center

edited by
Mary Willoughby
State Family Literacy Coordinator
Office of Adult Education

Funded by
The Adult Education Act 100-297
as amended by
The National Literacy Act of 1991 102-73 Section 356
Administered through
The Colorado Department of Education
State Library and Adult Education Office

Office of Adult Education
Colorado Department of Education
201 East Colfax Ave.
Denver, CO 80203-1799

Colorado State Board of Education

seated January 1995

Patricia M. Hayes, Chair, Aurora-6th Congressional District
Thomas M. Howerton, Vice Chair, Colorado Springs-5th Congressional District
John Evans, Parker-Member-at-Large
Royce D. Forsyth, Denver-1st Congressional District
Patti Johnson, Broomfield-2nd Congressional District
Clair Orr, Kersey-4th Congressional District
Hazel F. Petrocco, Pueblo-3rd Congressional District

Commissioner of Education

Dr. William T. Randall, State of Colorado
Nancy Bolt, Assistant Commissioner, State Library and Adult Education

Colorado Department of Education Mission Statement

"To lead, to serve, and to promote quality education for all."

CDE does not discriminate on the basis of disability, race, color, religion, sex, national origin in access to, employment in or provision of any of CDE's programs, benefits, or activities. The following person has been designated to handle inquiries regarding this policy: Director of Educational Equity Programs and Services, Colorado Department of Education, 201 East Colfax Avenue, Denver, CO 80203-1799, 303/866-6676

Acknowledgments

The Office of Adult Education offers special thanks to these individuals, for their assistance with research, data collection and editing for this publication:

- Dian Bates, State Director of Adult Education,
  Colorado Department of Education, Denver, CO
- Janie Blind, Family Education Coordinator,
  Colorado Springs School District #11 Adult and Family Education Center
- Jennifer Burkhart, Workplace Education Consultant, Golden, CO
- Inara Cairns, Consultant, Fort Collins, CO
- Debra Fawcett, Director, State Literacy Resource Center,
  Colorado Department of Education, Denver, CO
- Mimi Frenette, Director, Adult Education Center, Durango, CO
- Paul Johnson, Colorado EvenStart Coordinator,
  Colorado Department of Education, Denver, CO
- Bill McKeown, Deputy City Editor,
  Gazette Telegraph, Colorado Springs, CO
- Clifford S. Pike, Program Coordinator, Paris Family Education Center,
  Aurora Public Schools Continuing Education, Aurora, CO
- Diana Sherry, Director, Learning to Read, Boulder, CO
- Dee Sweeney, President, Learning Connections, Denver, CO
- Kathy Santopietro Weddel, Adult Education Consultant, Longmont, CO
- Miriam Zappanti, Director of Adult Education Services, Trinidad State Junior College,
  Trinidad, CO

Photographs are from:
The Adult and Family Education Program
Colorado Springs School District #11
Colorado Springs, CO

Table of Contents

The Need for Family Literacy 1
The National Education Goals 1

The Effectiveness of Family Literacy 4

Definition of Family Literacy 8
Early Childhood and/or School-age Educational Assistance 8
Adult Education 9
Parents and Children Learning Together 9
Parent Time Together: Parent Support and Education 9

Adult Basic Skills Education 10

Early Childhood Component 13
School Age Component 15

Parent Time Component 16

Parents and Children Together (PACT) Component 17

Family Literacy Models 20
Home-based, Center-based, Combination 20
Component Integration 20

Evaluation 21
Measuring Participant Progress 21
Program Effectiveness and Community Impact 24

How to Get Started 25
Prepare Your Community for Family Literacy 25
Assess the Need 26
Build Partnerships 26
Access Resources 26
Secure Staff and Plan Program 27
Recruit Families 28
Design Curriculum 28
Implement Program 29
Evaluate Program 30

References 32

Appendices

Appendix A: Family Literacy Resources 34
Appendix B: Model Indicators of Program Quality for Adult Education Programs 39
Appendix C: Parent Time Topics 40
Appendix D: Family Interest Survey 41
Appendix E: Westside Adult Learning Center 42
Appendix F: Family Education Program, Colorado Springs, CO 43
Appendix G: Home Visits 44
Appendix H: Family Literacy Questionnaire: Parent Entrance Survey 45

The Need for Family Literacy

The Clinton administration has established as policy the *Goals 2000: Educate America Act*, which was established in 1990 by President Bush and the nation's governors. The act provides eight educational goals considered important if both adults and children are to succeed in the educational system and thrive in today's society.

The National Education Goals

School Readiness: By the year 2000, every child will start school ready to learn.

School Completion: By the year 2000, the high school graduation rate will increase to at least 90 percent.

School Achievement and Citizenship: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Teacher Education and Professional Development: By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

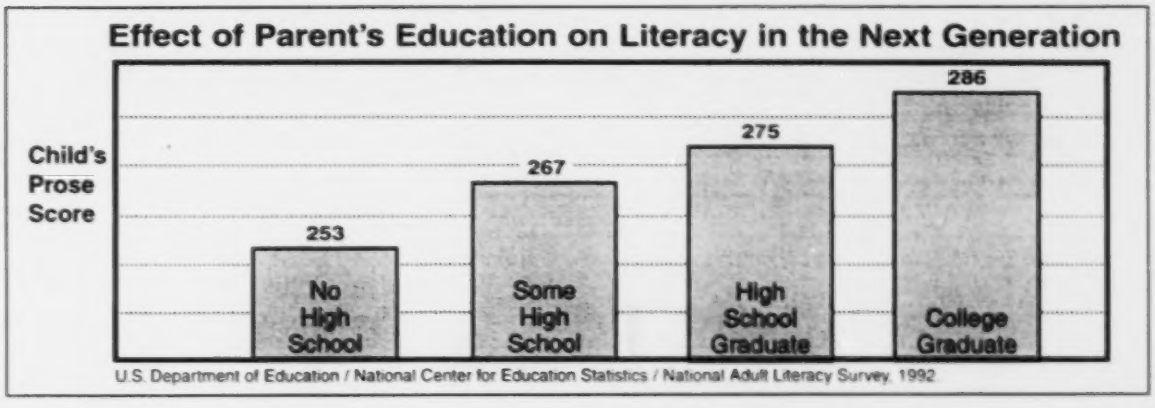
Mathematics and Science: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Adult Literacy and Lifelong Learning: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Safe, Disciplined, and Alcohol-and-Drug Free Schools: By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning.

Parental Participation: By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.[1]

These goals are admirable and well worth our energy and attention. It is obvious that to reach these goals, a partnership between the educational system and the home is required. But for a large segment of the nation's population, attaining this partnership requires them to overcome obstacles. Parents who are undereducated or who lack basic literacy skills are less likely to engage in the educational process for the benefit of their children. Even though they want their children to succeed, they lack the knowledge of how to utilize the educational system. Parents may not have the skills to develop positive communication with their children's teachers. They often do not realize that they are a necessary part of the team. In some cases, the family's culture and values are in conflict with those of the school causing misunderstandings and additional barriers to the educational success of the child.


Effect of Parent's Education on Literacy in the Next Generation
Child's Prose Score
253
267
275
286
No High School
Some High School
High School Graduate
College Graduate
U.S. Department of Education / National Center for Education Statistics / National Adult Literacy Survey, 1992

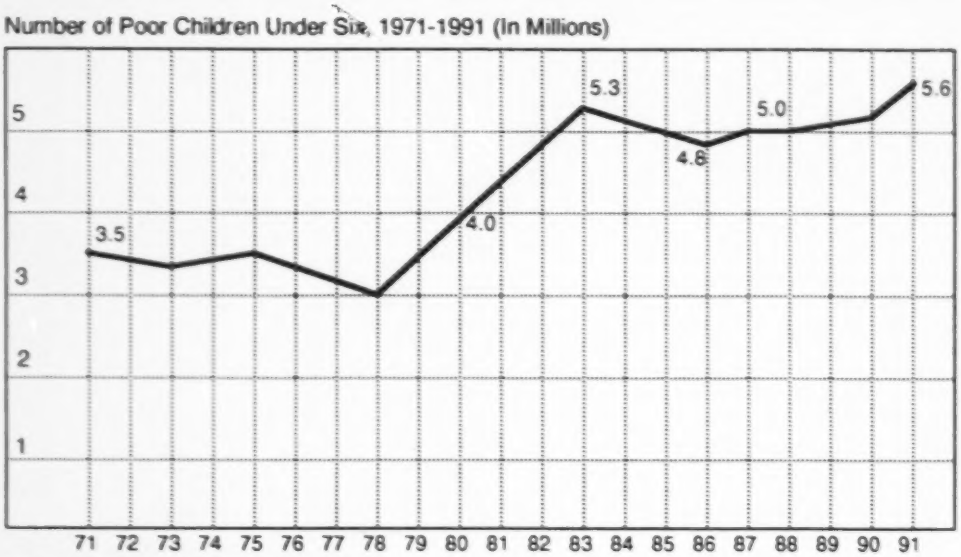
These barriers persist through the generations. Research shows that parents' literacy levels profoundly influence their children's educational achievement. The National Adult Literacy Survey compared the educational level of the parent with the prose literacy score of the child. Prose literacy is the knowledge and skills needed to understand and use information from texts. The survey showed that the higher the education of the parent, the higher the prose score of the child.

---

[1] Joint Statement by the President and the Governors of the United States of America, February 26, 1990. Amended by the Congress, March 21, 1994.

The children of undereducated parents lack not only the advantages that an educated parent can provide, but they also are given fewer educational opportunities outside the home, including participation in pre-kindergarten programs.

Parents who lack a high school diploma are more than twice as likely to have children who live in poverty. In 1991, 24 percent of the nation's children under six lived in homes below the poverty level of $10,860 for a family of three or $13,924 for a family of four.[2] In these families, a great deal of time and emotional energy is spent just on meeting basic needs, To invest beyond survival in the child's education is not a focus and, in many cases, not even a possibility.



National Center for Children in Poverty
Five Million Children: 1993 Update

Without intervention, these problems plague generation after generation. Education can break the cycle of low literacy and poverty, but only by meeting the educational needs of the entire family. Helping the at-risk child while ignoring his home environment is not enough. Neither is educating the adult without including support and information for the child's literacy development. By approaching education with each learner's needs as a focus, there is hope that obstacles can be overcome; and the goals set by the federal government, and accepted by the states, can be reached.

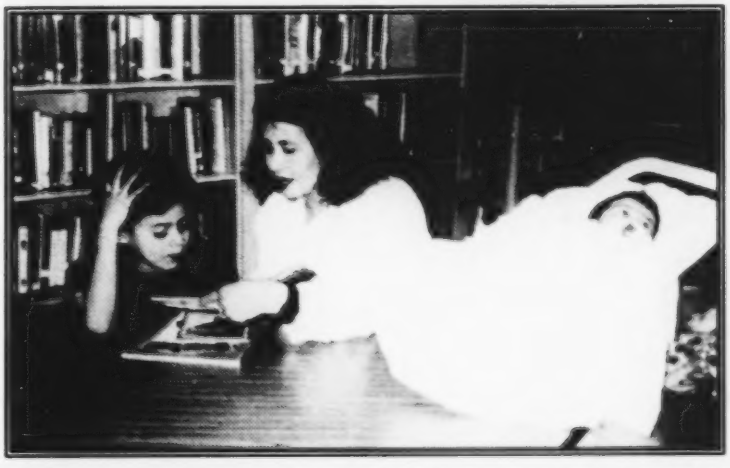
---

[2] The Power of Family Literacy, (Louisville: National Center for Family Literacy, 1994), 4.

The Effectiveness of Family Literacy

Family literacy is an intergenerational approach to education that addresses the needs of both the adult and child learner. Family literacy recognizes the parent as the child's first and most important teacher. This approach acknowledges that the parent's education, experiences, and culture are the basis from which they teach their child.

The family literacy movement began to grow rapidly with the development of the Parent and Child Education (PACE) program in Kentucky in 1985. In 1988, the Kenan Trust Family Literacy Model was developed through funding from the William R. Kenan, Jr. Charitable Trust of Chapel Hill, North Carolina, under the leadership of Sharon Darling. The family literacy movement was greatly enhanced by the establishment of the National Center for Family Literacy (NCFL) in 1989. The Center, headed by Sharon Darling, is located in Louisville, Kentucky. It promotes the growth of family literacy across the nation by providing support in four areas: leadership, advocacy, and policy; training and technical assistance; research; and dissemination. In 1991, the NCFL began the Toyota Families for Learning Program through a grant from the Toyota Motor Corporation. During 1993-94 school year, the program operated sites at more than 50 locations in 15 cities.



An indication of increasing federal interest in family literacy is the rapid increase in EvenStart funding since 1989. EvenStart, a federally funded program, combines literacy skills education of parents, parenting skills and high quality educational experiences for children ages birth to seven into a single integrated program. Designed to serve families most in need of literacy services, EvenStart set as its goal the improvement in the literacy of families so that parents help their children achieve full educational potential and become effective partners in their children's education. (See **Appendix A**)

Another federally funded program, Head Start, provides pre-school experience for "at-risk" children. The 1991 Head Start Improvement Act strengthened the literacy component of Head Start recognizing that the literacy of parents impacts the long-term literacy of children and families.

In 1991, the NCFL published a summary of what happens when family literacy programs serve undereducated parents and their children. The center concluded from its evaluations that family literacy programs:

- *Increase the developmental skills of preschool children to prepare them for academic and social success in school.*
- *Improve the parenting skills of adult participants.*
- *Raise the educational level of parents of preschool children through instruction in basic skills.*
- *Enable parents to become familiar with and comfortable in the school setting and provide a role model for the child showing parental interest in education.*
- *Improve the relationship of the parent and child through planned, structured interaction.*
- *Help parents gain the motivation, skills, and knowledge needed to become employed or to pursue further education and training.*[3]

In 1992-93, a study was conducted with 300 families at 32 of the Toyota Families for Learning sites to evaluate the effectiveness of family literacy. The data was encouraging but should be considered preliminary. More time must pass before the true effectiveness of family literacy can be measured.

The results from the study point in five encouraging directions:

- *Adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult-focused programs.*
- *Participants in family literacy programs are more likely to remain in the program than participants in adult-focused programs.*
- *Adults who participate in the program longer continue to learn.*
- *Children participating in family literacy programs demonstrate greater gains than children in child-focused programs.*
- *More educationally supportive home environments are reported among the participants in family literacy programs.*[4]

---

[3] Brizius, Jack A. and Susan A. Foster. Generation to Generation: Realizing the Promise of Family Literacy (Ypsilanti, MI: High/Scope, 1993), 66-67.

[4] The Power of Family Literacy, 20

Many programs report significant progress for parents, children, families and communities. The following examples document the effectiveness of family literacy in three Colorado programs.

1. **Aurora Public Schools Continuing Education**. The following progress information reflects the 1994-1995 school year for the Paris Education Center Family Literacy Program. Parents in the program who were post-tested after seven months of instruction showed the following average improvement:

- increased reading scores by 3.9 grade levels
- increased math scores by 4.9 grade levels
- increased language scores by 5 grade levels

According to the Childhood Observation Record (COR) pre and post tests, the children showed improvement in the following areas: Initiative, Social Behavior, Creativity, Music and Movement, Language, Logic and Math.

Family goals were polled at the beginning and end of the family's stay in the program. Increases in the percentages of parents who support family goals and activities are listed below.

Goals	**Increase**
Help their children in school	3%
Improve parenting	19%
Learn how to talk to their children's teachers	9%
Spend time learning with children in school and at home	9%
Activities	**Increase**
Talk to children about school every day	28%
Read with children every day	72%
Take children to library	31%

2. **Colorado Springs School District #11 - Adult and Family Education Center.** From 1990 to 1994, 343 children (ages three through twelve) and their parents have been served in the school district family literacy programs. Test scores[5] indicate the following academic improvement of parents participating for at least 75 hours.

- *increased reading scores 1.5 grade levels*
- *increased math scores 2.4 grade levels*
- *increased oral and literacy levels 2 grade levels in ESL parents*
- *88% achieved personal goals*
- *70% achieved at least one academic goal*

[5] The Test of Adult Basic Education (TABE) was used in both Aurora and Colorado Springs programs. Colorado Springs also used the Comprehensive Adult Student Assessment System (CASAS).

The children have also displayed continued growth. Forty-nine children who participated in one District #11 family literacy program showed the following improvement:

- *95% of the children displayed significant improvement physically, emotionally, and socially*
- *language minority children showed significant improvement in language skills*[6]

3. **Trinidad State Junior College Adult Education Center.** The college houses an EvenStart family literacy program which reported these results during the 1993-94 school year:

   - *30 GED graduates*
   - *25 of these graduates enrolled in college for '94 fall semester*
   - *90% of the adults showed measurable improvement*
   - *Children displayed improvement in their grades and a changed attitude toward school and learning*
   - *Families reported a new interest in spending quality time with their children and an increased participation in their children's school activities*
   - *Social Services reported a decrease in child abuse*[7]

---

6 "The Women's Foundation of Colorado Final Grant Review Form." (Colorado Springs, CO.: School District #11, 1995), photocopied.

7 "Agenda 21 Nomination Form." (Trinidad, CO: Trinidad State Junior College Adult Education, 1995), photocopied.

Definition of Family Literacy

The Family Literacy Task Force of the Colorado Adult Literacy Commission has created and endorsed a definition of family literacy for Colorado. This task force was composed of representatives from adult education, early childhood education, EvenStart programs, Chapter I, libraries and businesses. The definition was approved by the Commission on December 16, 1992. Colorado's definition closely follows that of the National Center for Family Literacy. While realizing that each program is unique because of the community it serves and the resources available to it, the task force felt that all of the components listed in the state definition were important for a comprehensive family literacy program. How and when the components are implemented will be determined by the needs and resources of each individual program. The definition recognized by Colorado programs follows.

> *Family literacy is an approach to intergenerational learning focused on the family. It acknowledges family and culture as the foundation of learning for the child. Family literacy recognizes the parent as the child's first teacher and the literacy of the parent as crucial to the development of the literacy of the child. Family literacy provides instruction to enrich the home environment through interactive intergenerational learning that models, supports, values and promotes literacy and lifelong learning skills.*
>
> *Family literacy program delivery utilizes models that provide the following four components: Early childhood and/or school-age educational assistance; Adult basic skills education; Parents and children learning together; Parent time together: parent support and education.*

A second definition was created in the fall of 1994 by a sub-committee that participated in a search conference on family literacy in Colorado. This definition contains the same basic information.

> *Family Literacy brings together adults and their children to learn. It is: Parents and children learning together; Adult Basic Education; Child Education; Parent time and support. It recognizes the parent as first teacher and builds on the family's cultural roots.*

In support of the definition produced by the Family Literacy Task Force, they also developed a brief description of each of the four components.

Early Childhood and/or School-age Educational Assistance

Educational assistance for children should be developmentally appropriate to their ages and skill levels. It should provide opportunities for children to develop cognitive, physical, social and emotional skills and to interact with peers and adults.

Adult Education

Adult education encompasses basic skills, life skills, ESL, GED preparation, critical thinking and problem solving. The focus for the adult basic skills component should be based on needs and skills assessment. Learning strategies should be designed to connect academic subjects to the adult learner's needs and personal experiences.

Parents and Children Learning Together

This component ensures a time when parents and children work and play together. It provides an opportunity for family learning, where parents and children learn together and from each other. It should include practices that enable parents to transfer new learning into the home.

Parent Time Together: Parent Support and Education

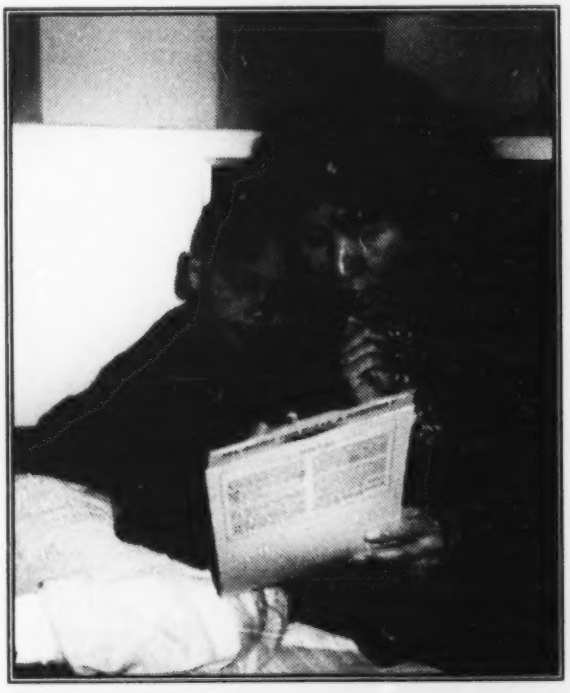
The parent time component provides for support, advocacy and education based on needs assessment of parent participants. It offers a safe environment to acquire and share information about issues related to being a parent and to develop interpersonal skills.

Adult Basic Skills Education

If the most significant factor in a child's success in school is directly related to the educational level of the parents, it is imperative that parents be supported in their return to education. *Family literacy holds the key to two frustrating problems which have stubbornly resisted recent reform efforts. . . We must get serious about the critical needs of undereducated adults, but we must also address the issue of prevention. Family literacy recognizes that these two groups - undereducated adults and educationally 'at-risk children' - interlock.*[8] They are so closely related that success in public school education relies on children being able to go home to families where literacy is practiced and supported.

Adult basic skills education has always had a positive effect on the learning of children. *...Due to the intergenerational transfer of cognitive skills, including language and literacy, an investment in the literacy education of adults is, simultaneously, an investment in improving the educability and school success of the adults' children.*[9]

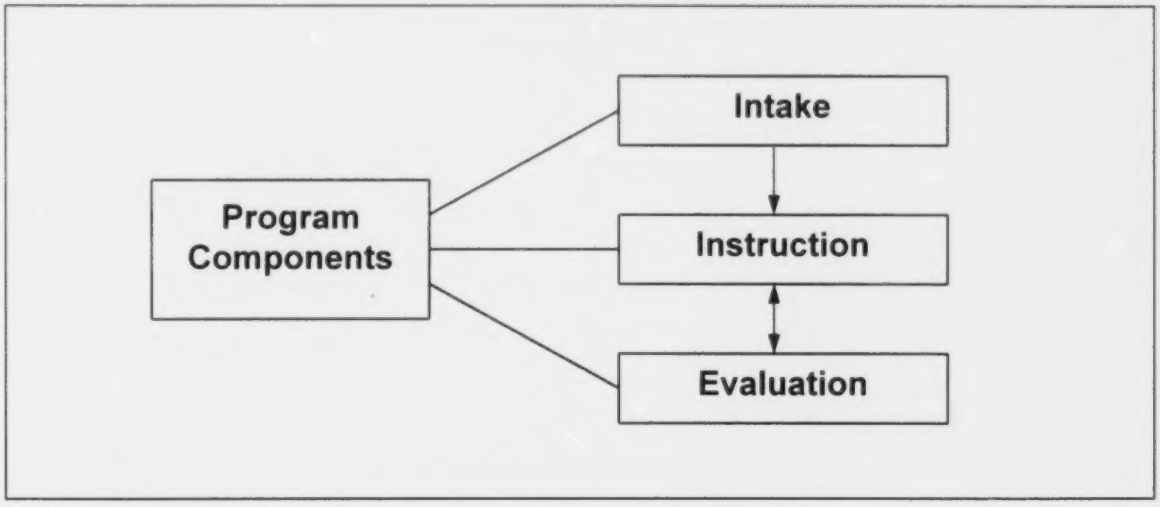
Although, the adult basic skills component is the piece of the family learning puzzle that has been most recently included nationally in family educational programs, some early Colorado family literacy projects were initiated by adult education programs in the late 1960's. Two of them were the family learning project of the Aurora Public Schools Department of Continuing Education and the Toy Lending Library in Fort Collins at the Volunteers Clearing House. Programs which provide early childhood education and serve children who are considered "at-risk" have often addressed family needs by adding parenting skills. The significant effects of leaving adults out of their children's education, or of concentrating only on the education of the children, have become very clear. Adult basic skills programs move beyond parenting skills and address the basic educational needs of the adult learner.



[8] Darling, Sharon, "Preface" in Creating an Upward Spiral of Success (Louisville, KY: National Center for Family Literacy's Toyota Families for Learning Program), 1.

[9] Sticht, Thomas G., Family Literacy: A World Movement: Keynote Address to the World Symposium on Family Literacy held in Paris, France, October 3-5, 1994 (Gateway Educational Products, Ltd., 1994), 4.

In a successful adult basic skills instructional program, the adult learner's needs are the basis for determining their educational path. As students move through a program, beginning with the intake process, continuing through instruction and culminating in the evaluation of learner progress, their needs are identified and related to both content and teaching techniques.



This is demonstrated by the program components listed below.

Intake Process.
The intake process is the first point of contact for the learner with a program. It determines the learners' feelings of welcome and comfort and sets the tone for learning. Its two-fold purpose is to orient new students to a program and to develop a student educational plan based on the learner's assessed skills, needs and interests.

Instruction.
Effective instruction is based on adult learning theory which supports active learning strategies, peer collaboration, and individual work plans designed to connect academic subjects to students' personal experiences. Adult education encompasses more than basic skills, preparation for the GED or English as a Second Language. It is also designed so that students of all performance levels will be equipped to think critically and creatively, set goals and solve problems, and acquire life skills that are needed for participation in our society. In Colorado, the emphasis on inspiring and promoting learning through integrating life experience with academic skills has resulted in the development of competency-based curriculum guides that promote relevant learning experiences and revive the fun and pleasure of learning.

Learner Evaluation.
Ongoing evaluation of the adult learner's progress helps them achieve their educational goals by providing valuable feedback. In Colorado, learner progress is measured in a variety of ways including portfolio development, completion of Certificates of Accomplishment and the GED, skill assessment post-tests, and a variety of documented life changes, such as registering to vote or finding a job. In addition to assisting learners, evaluation of student progress aids programs to assess the effectiveness of instruction and to demonstrate the program's impact in its community. Evaluation of family literacy and its components is discussed in more detail in the evaluation section of this booklet, pages 21 to 24.

Promoting quality is an emphasis in adult basic skills education in Colorado. The U.S. Department of Education developed model indicators of program quality for adult education programs in 1992. Based on these indicators, adult education practitioners in Colorado developed Minimum Program Standards in 1993 and Standards of Excellence in 1994. The goals of the standards are to increase the number of people completing adult education programs and to improve both instructional and program quality. "Program standards shift the emphasis from input to output, from efficiency to effectiveness. Standards make programs accountable for producing clear, measurable results and they support Colorado's emphasis on quality."[10] Both Minimum Standards and the process for developing Standards of Excellence are available from the Office of Adult Education. See the resources listed in **Appendix A**. For a list of the program quality topic areas see **Appendix B.**

[10] Lambert, Jill. "The Ripple Effect," The Durango Herald, June 4, 1995.

In their personal goals, many adult students express a desire to participate in an educational program in order to meet needs within their families. These needs may be as general as a better job to financially support the family or simply to be able to help a child with homework. Family literacy is a natural support for the adult learner in addressing goals for the family. In these programs the adult learner is highly motivated because of the connection that is made between the adult's academic success and the child's success in school. The adult learner also finds a great deal of support from peers through the Parent Time and PACT components of family literacy programs. In addition, the common obstacle of child care is addressed by providing a class for the child. Adult learners function best when they are highly motivated and when learning is directly connected with the realities of their daily lives. Family literacy provides both the motivation and the obvious connection to the adult learner's personal world.

Early Childhood Component

The Early Childhood Project Team (Academy School District #20, Colorado Springs) quotes Benjamin Franklin, "Tell me and I forget. Teach me and I remember. Involve me and I learn." Children in the early years need to be active participants in order to learn. They need direct encounters with their world by touching, seeing, tasting, and smelling as well as listening. These encounters not only impart skills but also encourage a lifelong love of learning.

A quality early childhood program is based upon knowledge of child development, individual differences, and the understanding of the effect of early experiences on later functions.[11] Cognitive, physical, social, and emotional growth is supported through active exploration and investigation, personal discovery, reorganization of physical environment, and verbal interaction with peers and adults. Children's learning reflects a recurring cycle that begins in awareness, moves to exploration, then inquiry, and finally utilization.

[11] Academy School District #20, "Early Childhood Project Team Report" (Colorado Springs: Academy School District #20, 1992), 4.

The High/Scope Educational Research Foundation suggests an "open framework" curriculum model that can be adapted to serve many different populations of children in a wide variety of educational settings. This model also supports the concept of active learning with the following ingredients:

- **Choice** - The child chooses what to do.
- **Materials** - There are abundant materials that children can use in a variety of ways and are accessible to the child.
- **Manipulation** - The child can manipulate objects freely.
- **Language** - The child describes what he or she is doing.
- **Support** - Adults and peers recognize and encourage the child's problem solving and creativity. The adult is an observer or participant, but not a leader in the activity.

A predictable daily routine is an important ingredient of an effective early childhood classroom, as it provides an orderly framework for the children's activities. High/Scope suggests a routine that allows time for individual, small-group, and large-group activities and includes the following components:

- ***Planning time*** - *Children plan what they want to do and how they may go about doing it. This plan is shared with an adult who encourages the children as well as helps them clarify and further develop their ideas.*

- ***Work time*** - *This is the longest period of time in the daily routine. Children work at carrying out their plans in addition to participating in other activities. Materials are accessible to the children, allowing them to be independent in pursuing their goals. Adults are available to support the learning by helping the children problem solve and by participating in their play.*

- ***Recall time*** - *Adults help children verbalize what they did during work time. This can be done individually or in small groups. This encourages a self-evaluation of the work as well as provides an opportunity to develop language skills.*

- ***Small-group time*** - *This is a teacher-initiated part of the daily routine. Children are grouped together based on their interests or developmental level. Materials are provided for the*

children to explore that are appropriate to the goal of the small group session. This grouping of children will change depending on the focus of the small-group time.

- ***Circle time.*** *- This is a time when all the children and adults in the classroom are together. Typical activities include songs, finger plays, stories, games, calendar activities, and so forth. Activities are planned by the adults with the understanding that the children need to be active participants. Ample opportunity is provided for input from the children.*[12]

School Age Component

Children participating in a school-age component of a family literacy program are also receiving services through a private or public school system. These students are involved in a literacy program after school hours. The focus of a school-age component includes, but is not limited to:

- Support for the student through homework assistance.
- Communication with the student's school to be aware of the individual's strengths and weaknesses.
- Enrichment activities that further what is being taught in the student's school.
- A small-group situation where positive socialization can occur and emotional support is provided.

[12] Graves, Michelle, The Teacher's Idea Book (Yspilanti, MI: High/Scope Press, 1989), 5-6.

Parent Time Component

Parents supporting parents has become an essential part of family literacy, an element experts say cannot be neglected.[13] Parent Time blends the goals of parent support groups and parent education groups to meet the needs of the families in the program. This component provides not only time, but a safe place to educate and inform parents, to provide opportunities for mutual support, to offer advocacy services to families, and to study particular subjects related to being a parent. (Appendices C, D) A participatory approach is used in determining topics that are to be addressed. This is a special time in which parents develop friendships, encourage mutual growth, and develop interpersonal skills.

Parent Time groups have three primary purposes:

- *To educate and inform parents by sharing information and ideas, building awareness, and enhancing skills*
- *To offer opportunities for mutual support and self-help by building confidence, a sense of belonging, open communication and problem-solving*
- *To offer advocacy services and to act as a single point of referral by helping families identify needs, resources and options in the community*[14]

Effective parent groups don't just happen, they take planning and structure. Skillful leadership is required in creating a participatory, interactive and empowering atmosphere. A parent-group facilitator needs a special set of skills:

- *Strong communication skills; active listening*
- *An understanding of group dynamics and good group processing skills; summarizing, clarifying, keeping on target*
- *An awareness of family systems and individual family circumstances*
- *A solid sense of empowerment strategies showing options instead of giving answers, looking for strengths, teaching problem-solving*
- *An understanding of and respect for cultural differences.*[15]

---

[13] Brizius, Jack A. and Foster, Susan A., Generation to Generation: Realizing the Promise of Family Literacy. (Ypsilanti, MI: High/Scope Press, 1993), 20-21.

[14] National Center for Family Literacy Training Manual (Louisville, KY: National Center for Family Literacy, 1995).

[15] Paull, Susan, Empowering People: Parent Groups (Louisville, KY: National Center for Family Literacy, 1993), 13.

Parents and Children Together (PACT) Component

Family literacy is based upon a simple, but powerful premise: parents and children can learn together and enhance each other's lives. When parents and children learn together, an appreciation and respect for education is instilled in the children, which paves the way for school success; and parents acquire new skills for work and home and a new appreciation of their role as the first teacher in their child's life.[16] An incredible amount of development and learning occurs in the home before the child ever steps through the doors of a school. Research shows that when parents set goals for their children's education and participate in that education, those children are successful in school. PACT is designed to support the parents in their role as their children's teacher. It can be considered a lab setting where parents are given the opportunity to practice newly acquired skills. Information is provided for parents about their child's development and how to appropriately support that development. PACT has four simple goals:

- to empower parents as their children's first teacher by building on their strengths
- to enhance parental awareness of how children learn and to expose parents to tools and techniques that support that learning
- to provide models of positive adult/child communication and interaction
- to provide a supportive environment for parents and children to interact with each other and practice new techniques

[16] Sharon Darling, President, National Center for Family Literacy.

BEST COPY AVAILABLE

If the parent and child sessions are to result in maximum benefit for those involved, staff members need to communicate clearly to the parents the purpose and structure of PACT. Setting the stage for success can be done by encouraging parents to:

- focus on their children rather than spend time communicating with other adult friends
- allow their children to take the lead in the learning activity
- allow their children to perform the tasks to the best of their ability
- praise their children's efforts and accept the product of those efforts

A typical PACT session consists of these components:

- **Children plan** - Before the parent enters the classroom, the children develop a plan for what they will do with their parents. The children will choose from activity areas with which they are very familiar.

- **Children communicate their plans** - Parents enter the classroom and are presented with a plan for the parent/child activity time. This can be communicated in many creative ways, such as writing the plan on uniquely shaped paper that coordinates with the theme that is being focused on.

- **Parents and children play** - The child is the leader of the activity. The plan may change many times. The parent follows and participates in the child's play. The emphasis is to enjoy the fun of learning through play.

- **Circle Time** - The families participate as a group in songs, finger plays, reading books, etc. Big books with student copies are very effective tools with which to share children's literature during Circle Time. This time can be used to model learning activities that can transfer to the home. Activities might include taking a child's dictation, using everyday events to promote early literacy skills such as grocery shopping or cooking with recipes, playing games made from materials commonly found in the home, etc. A home activity is then provided for each family.

- **Debriefing** - Review and reflection of PACT. Debriefing can be done with the parent and child when they gather for Circle Time. It is important to emphasize the learning that occurred through the child's play. Further review for the parents can be through journal writing, discussion in the adult class, or discussion during Parent Time.[17]

Some parents lack the childhood experiences which would have prepared them to interact positively with their children. This lack of experience can make it difficult for parents to enjoy and benefit from PACT. The Adult Learning Source in Denver has developed "bridge activities" designed to minimize the following behaviors:

- Performance anxiety - the parent's and/or child's concern that his/her work is unacceptable
- Competition - the parent's tendency to compete with his/her child
- Inappropriateness - inappropriate disciplinary and/or other verbal responses to normal child activity and play such as messiness, fine motor ability, and language ability

Bridge activities are designed to stimulate parents to work constructively with their children. An example of a bridge activity is allowing parents to make playdough before they are scheduled to make playdough with their children. In working on a bridge activity, parents have the opportunity to be successful, and at the same time acquaint themselves with the developmental basis and benefit of an activity.

[17] Paull, Susan, The Power of Parenting: Parent and Child Interaction (Louisville, KY: National Center for Family Literacy, 1993), 11.

Family Literacy Models

The four components of a family literacy program can take shape in three different ways. A program can either be home-based, center-based, or a combination of these two. In determining which model would be most successful, the population being served, along with the resources that are available, must be considered.

Home-based

Home-based services provide adult education, early childhood education, parent and child interaction and parenting/coping skills in the home during regular visits. This model is often used in rural areas.

Center-based

Center-based services provide all four components with a group format. Usually all these services are provided at one site, but it may involve more than one neighborhood location.

Combination

Many programs use a combination model: the program is either center-based with a home visit component, or is home-based with regularly scheduled group activities at a central location.

Component Integration

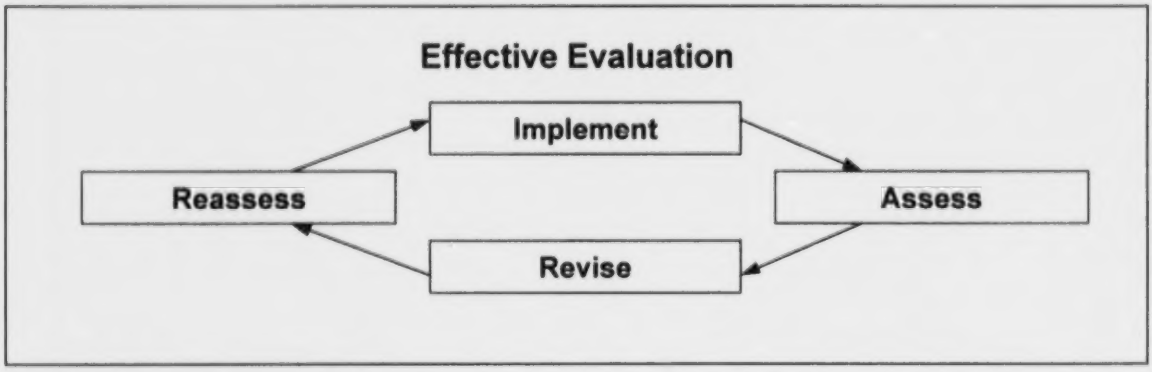
Integrating components within each model also varies from program to program. Again, the needs of each population and the available resources will determine the make-up of each family literacy program. However, integrated components provide participating families the opportunity to develop a true partnership in education. "What parents learn during parent time directly affects their dealings with their children at PACT time. The early childhood learning strategies used by the teachers are also taught to the parents so that they, too, will take an active part in their children's education. Because the focus is on the family as a support network, all segments of the program day are interwoven."[18] Two examples of schedules for family literacy programs are included. The first is a daytime program run by Westside Adult Learning Center in Rochester, New York. It is a center-based program serving an ESL population. (**Appendix E**) The second example is the Family Education Program in Colorado Springs School District #11. This program meets two nights a week and uses the combination model with a center-based program accompanied by home visits. It serves preschool and school age children and their parents. (**Appendix F**) An information sheet on a typical home visit has also been included. (**Appendix G**)

[18] Creating an Upward Spiral of Success (Louisville, KY: National Center for Family Literacy,), 8.

Evaluation

Sharon Darling, Director for the National Center for Family Literacy, has stated, "We must implement, then assess, then revise and reassess. This process must continue throughout the life of the program." Evaluation is a necessity in all family literacy programs, in order to show their effectiveness. It documents the difference a program has made in the community as well as in the lives of the participants. It assesses the progress of the adult, child, and family, directing attention to successful instructional programming. In addition, it evaluates the effectiveness of each component, giving programs the information they need to continue to serve the changing needs of participants and to adapt to changes in the community.

Effective evaluation is a cyclical process. It guides programs in collecting information about what works and in using that information to make changes which increase the impact of program services (Figure 2).



Measuring Participant Progress

Change in performance for adult learners should be measured by both standardized basic skill tests and by applied tests that are representative of everyday literacy challenges. Testing should also reflect interaction. For example, if you are teaching from a life skill/basic skill curriculum, it is not appropriate to test a learner on phonics or word recognition alone. Standardized measurements of progress for adult students in Colorado include:

- The Comprehensive Adult Student Assessment System (CASAS)
- The Test for Adult Basic Education (TABE)
- ORAL Basic English Skills Test (Oral BEST)
- Colorado Certificates of Accomplishment for ABE and ESL
- General Education Development (GED) Test

Conventional measurements for children include:

- The Child Observation Record (COR)
- The Peabody Picture Vocabulary Test (PPVT)
- Preschool Language Scale - 3

The PPVT and Preschool Language Scale are standardized. These may be supplemented with end-of-chapter tests and teacher-developed materials.

Learner progress can also be measured by performance-based or authentic assessment. Student portfolios are of great value for measuring growth in both children and adults. Comprehensive portfolios contain learner goals, documentation of a student's work and evaluation. Portfolios might include dated entries on the items listed in the chart on the following page.

Portfolio Assessment

	Adult Portfolios	**Children's Portfolios**	**Family Portfolios**
Goals	• Personal goals • Student Educational Plan	• Parent's goals for child • Child's personal goals, if appropriate	• Family goals
Documented Work	• Sample writings (e.g., letters, job applications)	• Sample writings (e.g. child/teacher dictation)	• Child/parent dictation
	• Samples of reading, writing, math, life-skill activities • Documented life changes (e.g., finding work, voting)	• Sample projects, both completed and in process	• PACT project documentation: actual project, photographs, photocopies, videotapes, audiotapes or computer discs • Parent documented process and description of what was learned
	• Personal reading journal	• Teacher notation on favorite books • Taped reading sample by older children	• Home reading documentation
	• Parent Time topics **(Appendix C)** or Family Interests survey **(Appendix D)**	• Favorite things questionnaire	• Family Literacy questionnaire **(Appendix H)**
Evaluation	• Anecdotal observations by student and/or teacher • Student self-evaluations, e.g., student completed checklist or questionnaire	• Anecdotal observations by teacher and/or parent	• Anecdotal observations by teacher and/or parent
	• Standardized evaluation	• Conventional evaluation	• Records of home visits

Program Effectiveness and Community Impact

Program evaluation is also necessary to assess the effectiveness of each program component and the impact the family literacy program has on the community. Some immediate indicators that can show program effectiveness are listed below.

- Recruitment of families
- Informal and formal student program evaluations
- Attendance
- Student interviews
- Retention
- Community questionnaires
- Literacy questionnaire (**Appendix H**)
- Post-test results

The National Center for Family Literacy has implemented a validation process designed to recognize excellent programs with unique features across the nation. The National Center is looking for programs with the capability for dissemination. Through the National Family Literacy Project, a program evaluates each of its components using a rating scale and a standards and commentary tool. Participation in this in-depth evaluation can be initiated by contacting the NCFL. See Resources, **Appendix A**.

Community impact and long term effectiveness can be measured by the numbers of participants who achieve successes in making life changes. Examples of some elements programs can track for parents and children are listed in the chart below.

Documenting Community Impact

Number	Life Change
Parents	• become employed or improve employment • no longer need Social Services assistance • become involved in their children's schools • continue in higher education
Children	• do not repeat grades in school • improve their performance and behavior in school • do not drop out of school

Evaluation which demonstrates that family literacy is an effective method in reaching families is necessary to sustain financial and community support. Through family learning programs, families are supported and strengthened, thus strengthening the communities in which they live.

How to Get Started

There are many family literacy programs in Colorado. Programs vary in the manner in which they meet the needs of their participants. Each family literacy program must be tailored to the needs of the community it serves. When considering implementing a new program, the following steps will help ensure the program's success.

1. ***Prepare your Community for Family Literacy***

   Family Literacy is an unknown concept in many communities. Even with those that have heard of family literacy, perceptions of what it is vary greatly. The first step in beginning a program within the community is to educate the potential stakeholders on what family literacy is and how it can benefit its participants. Adjust your approach to stakeholder interests and needs. Support your contentions with documentation.

   For example, if the stakeholder is an elementary school, you would engage in conversations in which you solicit information about their needs and share information about the benefits to the school of having a family literacy program in the community. One benefit would be the increased interest and involvement of parents in the education of their children, a direct result of parental participation in a family literacy program. Another benefit is the impact that improved parental education has on the performance of children in school. Be prepared to identify your sources of documentation.

BEST COPY AVAILABLE

2. *Assess the Need*

The next step is to assess community need. To do this, communicate with organizations that work with "at-risk" families. These organizations may include adult education programs, alternative high schools, preschool programs including Head Start and Title I (formerly Chapter 1), Department of Social Services, and the County Health Department. The answers to key questions can give a sense of the need for a family literacy program. Examples of questions to ask are:

- How many children in the school system receive free or reduced lunch?
- How many children are being served in remedial programs?
- How many adults do not have their high school diploma?
- How many of these adults have children under the age of five?
- How many families are learning English as their second language?

3. *Build Partnerships*

Accessing existing resources makes sense in developing a family literacy program. Tapping into the expertise of those resources will provide a strong base for expanding into a program that includes all four family literacy components. Many adult education programs have been the starting point for family literacy in Colorado. Also, many preschool programs have a parental component and can easily grow into a family literacy model. Other partnerships can be used to provide services for the participating families.

Your choice of partners will depend on community needs, the target population you select, the agencies/organizations which focus on the same population, the willingness of existing agencies to support this new program and other community resources. Analyzing community needs and assessing resources will provide information needed to select a target population group. For example, if your community has families with multiple needs and your goal is to provide education to those families, Head Start is a logical partner because it serves at-risk children. Head Start's commitment to enhancing family services and increasing parent involvement also makes it a likely partner in family literacy. By focusing on a particular population, future program decisions will be easier.

4. *Access Resources*

Most communities have a wealth of resources which can support a family literacy program. Community partners will provide funding and/or in-kind resources to accommodate needs within the family literacy program. Identify and explore your community resources early in the process of developing a program. Your efforts

can be sabotaged by duplicating what is already in place or by ignoring a potentially significant resource.

In addition to local resources, state and national organizations also offer family literacy assistance. They provide a variety of informational or funding resources. Funding of family literacy is usually achieved by blending financial resources of partner agencies. Established programs within Colorado are also available to support developing programs. A list of those willing to provide this support can be found in Families Learning Together in Colorado: A Report on Family Literacy. For a variety of resources, see **Appendix A**. It identifies some of the state and national resources available to local programs.

5. *Secure Staff and Plan Program*

A program coordinator should be identified or hired early in order to be involved in program decisions at each step in the development of a program. In addition to a program coordinator who has been involved with the initial steps, a family literacy staff needs to be secured. It is essential that experienced staff members be placed in each of the component areas. At minimum, this would include an adult educator and an early childhood educator. Possibly one of these teachers would be able to facilitate Parent Time. If not, a third staff member would be needed to serve in this capacity. Training for the staff should be ongoing. Even though each of these staff members may be experts in their own fields, they must have a thorough understanding of each component if the program is to be a success. All staff members will interact with both parent and child. It is important for this team to have the opportunity to plan together and communicate on a regular basis in order to provide a quality program. Volunteers could certainly supplement a paid staff.

In planning your program, it is wise to start on a small scale and fine-tune the program before expanding. It is better to make small mistakes than major ones which may have negative effects on partner agencies and funding sources.

Knowledge of the target population will assist the program to accurately predict educational needs of families, schedule times and locations for instruction, and determine how the four components will fit together. An example would be a rural program's choice to plan home-based instruction. Communicating with other established programs across the state that serve similar populations will allow a new program to benefit from the experiences and avoid the mistakes made by other programs.

6. *Recruit Families*

Begin your family literacy program by targeting the selected specific population. Again, start small and make adjustments in your program before expanding to include a more diverse group of families. Determine agencies in the community that are already working with the target population. These may be adult education programs, Head Start, Title I, or any of the other groups mentioned in Assessing the Need. Become familiar with the culture and needs of the target population. Consider these needs in determining how to attract participants to the program. Services such as transportation, child care for infants, or providing a nutritious daily meal may assist in making the program accessible to potential participants. Initial recruitment may be difficult the first few months. But as the families participate in a well-designed program which addresses their needs, further recruitment will occur by word of mouth.[19]

7. *Design Curriculum*

Curriculum must be designed to address the unique learning needs of both the adult and child. In the preschool classroom, the environment should allow for planning, exploration, investigation, manipulation of materials, and self-evaluation. Children must be allowed to be active participants in acquiring knowledge. These flexible opportunities for acquiring knowledge need to be within a structure consisting of a set schedule and predictable routines. (See Early Childhood Component, page 13)

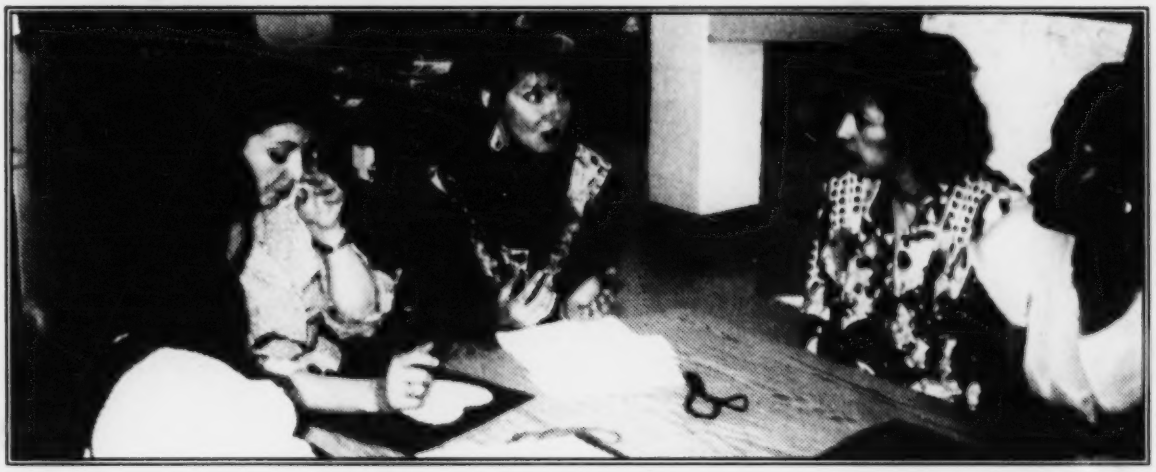
The adult curriculum must also meet the needs of its participants. Adults may be seeking the completion of their GED, the acquisition of basic skills leading to job training, or English as a Second Language. Whatever the educational goals, instruction must be presented within the meaningful context of the life of the

[19] Harrington, Laurie and Craig Riecke, How to Add Family Literacy to Your Program, (Syracuse, NY: Literacy Volunteers of America, 1994), 29.

learner. It is important that adult learners receive frequent feedback about their progress.[20] (See Adult Basic Skills Education, page 10.)

Coordination of the adult and child curriculum is encouraged. If the adult is working on skills through a unit on health, then the preschool classroom can provide learning opportunities based on this same topic. Coordinating the curricula facilitates a sense for the adults that they are continuing to learn as the interaction with their children takes place during PACT. (See PACT Component, page 17)

Curriculum for Parent Time also is based on the needs of the participants. Through interest surveys, parents can indicate topics on which they would like information. Presentations by experts within the community along with open discussions can be used to address topics requested by parents. (See Parent Time Component, page 16)



8. *Implement Program*

Successful implementation must be based on a well-trained staff. Staff members must be comfortable with their responsibilities within the program and also familiar with the overall program and its underlying philosophies.

As families enter the program they must also be oriented to the ideas behind family literacy. It is essential to present to them the concept that the parent is the child's first and most important teacher. The parents must know that the program they are entering not only will meet their needs and their children's educational needs separately, but will also provide the opportunity for them to spend time together playing and learning. The parents must be aware of all the components of the

[20] Brizius and Foster, Generation to Generation: Realizing the Promise of Family Literacy, 87-88.

BEST COPY AVAILABLE

program and what their involvement will be in each component. If this initial orientation is effectively communicated, the chances for participant buy-in are greatly enhanced.

9. *Evaluate Program*

Continual assessment and evaluation are important to the success of a family literacy program. Established programs which utilize continuous evaluation report that they never become stagnant. Constant revision is necessary to continue to meet the needs of participant families. To justify continuation and expansion of the program, results must be documented. Demonstrated successes are a basis for continued community and financial support.

Two types of evaluation, participant and program, will provide information needed to make appropriate internal changes and to demonstrate the importance of your program to your community and to funders. Both are described in more detail in the section entitled Evaluation, pages 21 through 24.

While instruments to measure academic progress for parents and children are common, progress in PACT and Parent Time is primarily anecdotal. In addition, learning outcomes for the family have not yet been identified clearly. Truly effective evaluation of family literacy will give the information required to identify and describe the impact of your program on the family, the parents, their children and your community. The questions programs will want to answer are:

- What are these families, parents and children able to do that they were not able to do before they received instruction from your program?

- What challenges for your community have been favorably impacted or resolved because of your program?

Sometimes it takes two or three years after a family has participated in a family literacy program for clearly discernible results to emerge. An example would be a single mother who participated with her two children in a family literacy program for one year. At the end of that year she improved her skill level sufficiently to pass the GED and she acquired the skills to help her children with their school work at home. However, it took almost three more years to become self-sufficient by completing a vocational program and getting a job good enough to pay for child care and acceptable housing. In family literacy as well as other learning programs, we need to be able to track progress over long periods of time. A Colorado program has developed these tracking procedures:

- When an adult registers with a program, the intake person requests the name and number of a person known to the adult learner who has had a consistent address over an extended period of time. It may be a mother, aunt, other relative or friend who has lived in the same location for some time and with whom the learner continues to communicate. Although this address may be in another community or state, it provides a means to follow up with learners after they separate from a program.

- When learners leave this program, the teacher gives them three stamped postcards which request change of address, accomplishments, job changes and promotions. The teacher asks the learner to return the post cards at intervals of 6, 12 and 18 months.

The challenge for all programs is to develop effective processes for tracking the successes of the learners they serve.

References

Adult Literacy Commission, Colorado Department of Education. Family Literacy in Colorado: A Definition. Photocopied, 1993

Agenda 21 Nomination Form. Trinidad State Junior College Adult Education, Trinidad, CO. Photocopied, 1995.

Anderson, Jean A. Families Learning Together in Colorado: A Report on Family Literacy. Denver, CO: Colorado Department of Education, Office of Adult Education, 1994.

Brickman, Nancy Altman and Taylor, Lyn Spencer. Supporting Young Learners: Ideas for Preschool and Day Care Providers. Ypsilanti, MI: High/Scope Press, 1991.

Brizius, Jack A. and Foster, Susan A. Generation to Generation: Realizing the Promise of Family Literacy. Ypsilanti, MI: High/Scope Press, 1993.

Darling, Sharon. Creating an Upward Spiral of Success. Louisville, KY: National Center for Family Literacy.

Early Childhood Project Team, Academy School District #20. Early Childhood Project Team Report. Photocopied, 1992.

Graves, Michelle. The Teacher's Idea Book. Ypsilanti, MI: High/Scope Press, 1989.

Harrington, Laurie, and Riecke, Craig. How to Add Family Literacy to Your Program. Syracuse, NY: Literacy Volunteers of America, 1994.

Kirsch, I., Jungeblut, A., Jenkins, L. and Kolstad, A. Adult Literacy in America. Washington, DC: National Center for Education Statistics, Office of Educational Research and Improvement, 1993.

Lambert, Jill, "The Ripple Effect," The Durango Herald, June 4, 1995.

National Center for Family Literacy Training Manual. Louisville, KY: National Center for Family Literacy, 1995.

Paull, Susan. Empowering People: Parent Groups. Louisville, KY: National Center for Family Literacy, 1993.

Paull, Susan. The Power of Parenting: Parent and Child Interaction. Louisville, KY: National Center for Family Literacy, 1993.

Popp, Robert. A Guide to Funding Sources for Family Literacy. Louisville, KY: National Center for Family Literacy, 1991.

Popp, Robert. Family Portfolios: Documenting Change in Parent-Child Relationships. Louisville, KY: National Center for Family Literacy, 1992.

The Power of Family Literacy. Philliber Research Associates for National Center for Family Literacy, 1994.

Sticht, Thomas G. Family Literacy: A World Movement. Paris, France: Gateway Educational Products, Ltd., 1994.

The Women's Foundation of Colorado Final Grant Review Form. Colorado Springs School District #11, Colorado Springs, CO. Photocopied, 1995.

BEST COPY AVAILABLE

Appendix A

Family Literacy Resources

Colorado Department of Education

Office of Adult Education
201 E. Colfax Room 100
Denver, CO 80203
Voice 303-866-6609
FAX 303-866-6947

Funding (Adult Education Act):
Ms. Dian Bates, Executive Director

Information and Program Development:
Ms. Mary Willoughby, State Family Literacy Coordinator, 303-866-6743

State Literacy Resource Center:
Ms. Debra Fawcett, Director, 303-866-6914

Family Literacy Collection
Instructional and Theoretical Materials

Publications

Bibliography Series

Family Literacy

Topics for Parents Who Are New Readers

Families Learning Together in Colorado: A Report on Family Literacy, 1994

Family Literacy Services (brochure), 1995

Funding Resource Guide for Adult Literacy Programs in Colorado, 1994

Training:
Ms. LeaVelle Sumner, Professional Development Consultant, 303-866-6891

Other Funding And Informational Resources

Barbara Bush Foundation for Family Literacy

Ms. Soo Chung
1002 Wisconsin Avenue NW
Washington, D.C. 20007
Voice: 202-338-2006
FAX: 202-337-6754

Colorado Department of Education

201 East Colfax
Denver, CO 80203

Early Childhood Initiatives
Mr. David Smith, Director, Prevention Initiatives Unit
Voice: 303-866-6683
FAX: 303-866-6785

EvenStart
Mr. Paul Johnson, State Coordinator
Voice: 303-866-6860
FAX: 303-866-6857

Ms.Tina Tamayo, Administrative Assistant
Voice: 303-866-6884
FAX: 303-866-6857

Homeless Education for Children and Youth
Ms. Karen Connell, State Coordinator
Voice: 303-866-6903
FAX: 303-866-6857

Migrant Education/Title I
Ms. Ann Myers, Senior Consultant Migrant EvenStart
Voice: 303-866-6872
FAX: 303-866-6857

Title I
Ms. Virginia Plunkett, State Director, Title I
Voice: 303-866-6769
FAX: 303-866-6857

Curriculum Publications Clearinghouse

The Clearinghouse has published an excellent curriculum for ESL parents and preschoolers called, **Elgin YWCA Family Literacy Project: Curriculum for ESL Parents and Preschoolers**.

Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
Voice: 1-800-322-3905/309-298-1917
FAX: 309-298-2869

Department of Human Services

Family Centers

Family Centers are community based locations from which at-risk families can receive services. These services may include early childhood programs, parenting support and education, health services and other programs deemed essential by the particular community.

Ms. Claudia Zundel, State Coordinator
1575 Sherman Street, Third Floor
Denver, CO 80203
Voice: 303-866-5111
FAX: 303-866-5098

JOBS/New Directions

This program makes provisions for high school or equivalency training, remedial education, and education for limited English proficiency. Family literacy services can be funded under this program.

Ms. Mary Kay Cook, JOBS/New Directions Program Manager
1575 Sherman Street, Third Floor
Denver, CO 80203
Voice: 303-866-4404
Fax: 303-866-5098

Gannett Foundation (Adult Literacy)

1101 Wilson Blvd.
Arlington, VA 22209
Voice: 703-528-0800
FAX: 703-528-7766

Governor's Job Training Office (GJTO)

20 South Colorado Boulevard, Suite 550
Denver, CO 80222

Job Training Partnership Act (JTPA)

JTPA provides remedial education to prepare adults to enter the labor force. it includes programs for disadvantaged youth and adults, summer youth and dislocated workers, the governor's 8 per cent discretionary fund, and state education coordination grants.

Ms. Vickey Ricketts, Deputy Director (GJTO)
Voice: 303-758-5578
FAX: 303-758-5578

Governor's Office

First Impressions

The Colorado Initiative on Family Learning : Focus on Family Literacy, a program of First Impressions, acts as the Advisory Board for the Metro Denver Family Literacy Project. It works toward building public awareness of the importance of early literacy and expanding the number of family literacy programs across the state.

Ms. Sally Vogler, Director
136 State Capitol Room 121
Denver, CO 80203
Voice: 303-866-3123
FAX: 303-866-2003

Head Start Collaboration Project

With a grant from the U.S. Department of Health and Human Services, this state project promotes collaboration efforts with other agencies. Since the end of 1992, all Head Start programs have been encouraged to have family literacy components.

Ms. Sandra Harris , Project Director
136 State Capitol Room 125
Denver, CO 80203
Voice: 303-866-3075
Fax: 303-866-2003

High/Scope Educational Research Foundation
The Foundation provides research, training and materials used primarily in the early childhood component of family literacy programs. They have published an excellent Parent Time resource, **Getting Involved: Workshops for Parents**.

600 North River Street
Ypsilanti, MI 48198
Voice: 313-485-2000
FAX: 313-485-0704

Literacy Volunteers of America (LVA)
LVA is a national. non-profit, educational organization with more than 450 affiliated programs nationwide. LVA has published a booklet, **How to Add Family Literacy to Your Program**.

5795 Widewaters Parkway
Syracuse, NY 13214
Voice: 315-445-8000
FAX: 315-445-8006

National Center for Family Literacy (NCFL)
The center provides numerous training and resource materials as well as technical assistance to programs and an annual national conference on family literacy.

Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
Voice: 502-584-1133
FAX: 502-584-0172

Reading is Fundamental, Inc.

Family of Readers Program
600 Maryland Avenue, S.W., Suite 600
Washington, D.C. 20024
Voice: 202-287-3220 ext. 242
FAX: 202-287-3196

Appendix B

Model Indicators of Program Quality for Adult Education Programs

Topic		Indicator
Educational Gains	#1	Learners demonstrate progress toward attainment of basic skills and competencies that support their education needs.
	#2	Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.
Program Planning	#3	Program has a planning process that is ongoing and participatory, guided by evaluation and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to the fullest extent.
Curriculum & Instruction	#4	Program has curriculum and instruction geared to individual student learning styles and levels of student needs.
Staff Development	#5	Program has an ongoing staff development process that considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.
Support Services	#6	Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.
Recruitment	#7	Program successfully recruits the population in the community identified in the Adult Education Act as needing literacy services.
Retention	#8	Students remain in the program long enough to meet their educational needs.

Office of Vocational and Adult Education
U.S. Department of Education, July 1992

Appendix C

Parent Time Topics

Parents, please choose ten topics that are of interest to you.
Rate your ten choices from 1 to 10 with 1 being what you are most interested in.
Feel free to add additional topics if the ones you are interested in are not listed.

_____ Discipline
_____ Homework
_____ Handling anger, temper tantrums
_____ Allowance
_____ Your child's attitude toward learning
_____ Your child and language
_____ Your child and writing
_____ Your child and math
_____ Your child and science
_____ Your child and TV
_____ Your child and problem solving
_____ Stages of development
_____ Learning styles
_____ Free activities in our community
_____ Sibling rivalry
_____ Nutrition
_____ Summer survival
_____ Field trip to library
_____ Gangs
_____ First Aid
_____ Single parenting

Name _____

Date _____

Appendix D

Family Interest Survey

Dear Parents,

We would like to assist you in learning more about things which are of interest to you. Working together, we can take advantage of resources available in our community to get the information you want. On the following list there are many topics that parents have expressed an interest in knowing more about. Please check those that interest you most.

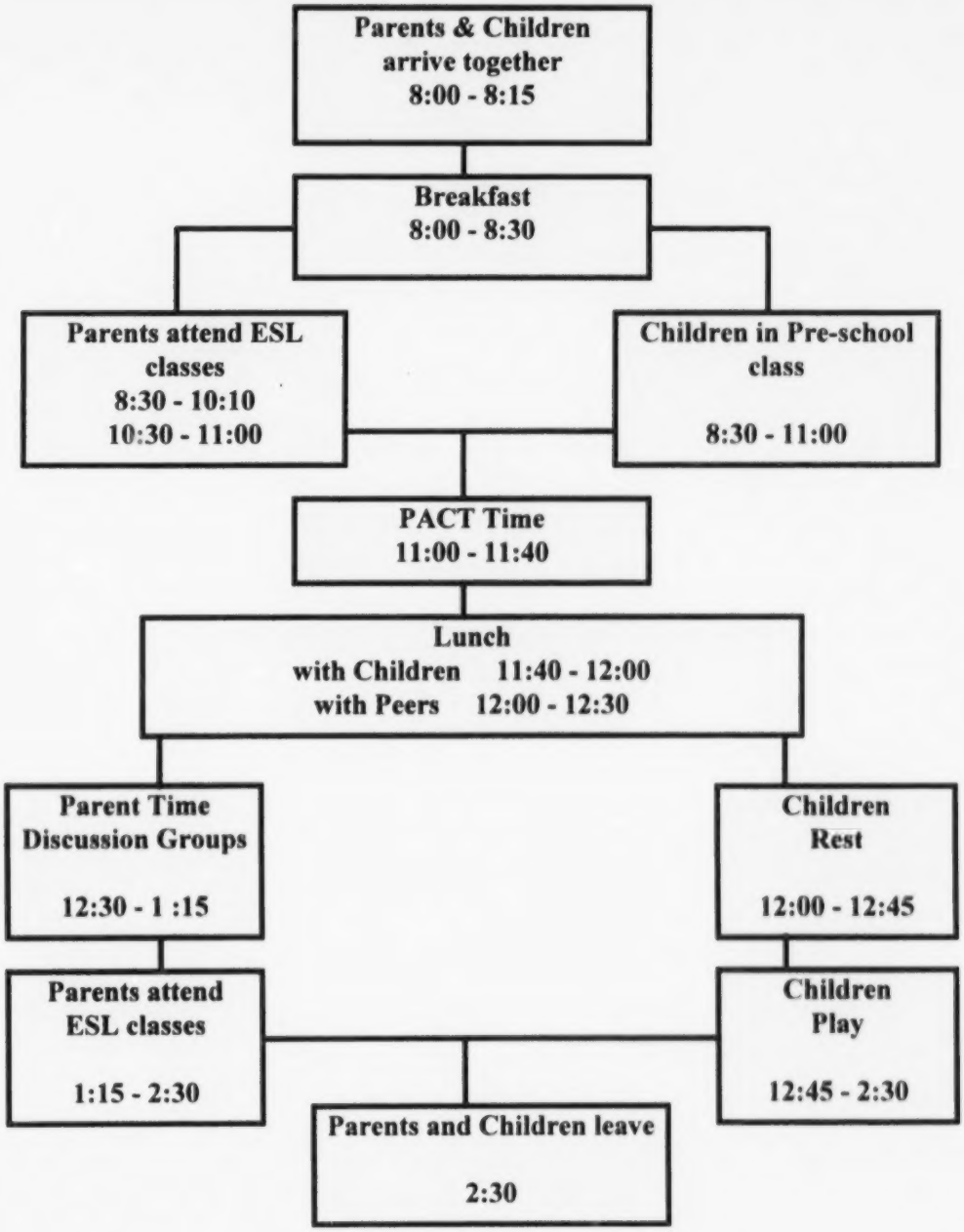
___Child Development
___Child Management/Behavior Problems
___Child Care
___Well Child Care
___Women, Infants, Children (WIC) Program
___Health Check-Ups
___Aid to Dependent Children
___Dental Care
___Supplemental Security Income
___Handicapped Children
___Immunizations
___Child Protection
___Child Abuse and Neglect
___Television and Children
___First Aid/CPR
___Job Training
___Hobbies
___Fatigue/Stress Management
___Family Counseling
___Spouse Abuse
___Anger/Hostility
___Depression/Mental Health
___Meal Planning and Preparation
___Emergency Housing
___Fuel Assistance
___Household Safety and Sanitation
___Home Weatherization
___Fire Safety
___Driver's License
___Dieting
___Exercise/Physical Fitness
___Budgeting
___General Education of Development (GED)
___Colorado Certificate of Accomplishment
___Improved Reading Skills
___Finding a Job
___Volunteering/Community Involvement
___Health Issues
___Alcohol/Drug Abuse
___Family Planning/Birth Control
___Marriage Counseling
___Churches
___Death and Dying
___Other_____

We have information about some of these topics in our office. We will help get the information you want or put you in touch with the resource that has the information.

FROM: **Trinidad State Junior College/Even Start**
600 Prospect Street
Trinidad, CO 81082

Appendix E

Westside Adult Learning Center, Rochester, New York


Parents & Children arrive together 8:00 - 8:15
Breakfast 8:00 - 8:30
Parents attend ESL classes 8:30 - 10:10 10:30 - 11:00
Children in Pre-school class 8:30 - 11:00
PACT Time 11:00 - 11:40
Lunch with Children 11:40 - 12:00 with Peers 12:00 - 12:30
Parent Time Discussion Groups 12:30 - 1 :15
Children Rest 12:00 - 12:45
Parents attend ESL classes 1:15 - 2:30
Children Play 12:45 - 2:30
Parents and Children leave 2:30

Appendix F

Family Education Program,
Colorado Springs, CO

Child Enrichment Center Ages 3 to 6	Study Center Ages 7 & up	Adult Classes
6:00 - 7:00 **Activity Centers** - Plan, Do, Review - Listening - Manipulatives - Art - Academics - Reading - Creative Play - Computers	6:00 - 7:00 **Homework**	6:00 - 7:30 **Class** - Multi-level ESL - GED - Basic Skills
7:00 - 7:30 **Circle Time** - Plan, Do, Review - Direct Teaching - Songs, finger plays, nursery rhymes	7:00 - 7:30 **Computers**	
7:30 - 8:00 **Parent and Child Time (PACT)** - Child directed activity - Circle Time Modeled learning activity - Parent/Child activity	7:30 - 8:00 **PACT** - Math For All (1st week) - Computers (2nd week) - Family Reading (3rd week) - Planned activity (4th week)	7:30 - 8:00 **PACT**
8:00 - 8:25 **Gym or Physical Activity-** Working with older children	8:00 - 8:25 **Gym or Physical Activity**	8:00 - 9:00 **Parent Time** - Support - Respect - Sharing strengths - PACT activity - Home assignment or **Return to class**
8:25 - 8:45 **Snack**	8:25 - 8:40 **Snack**	
8:45 - 9:00 **Reading**	8:40 - 9:00 **Board Games**	

Appendix G

Home Visits

Home visits are made to each family once a year. Staff members visit as a two- person team, including an adult teacher and an early childhood teacher. Families have responded very positively to having staff visit them. Through home visits, the families sense the program's commitment to them, and it allows the teachers to create a bond with their students that is difficult to achieve within the classroom walls.

Home Visit Packet Includes:

Includes:

- *Local library information*
  - library card application, preschool and school-aged program schedules, bookmobile schedule, and a guide to library services
- *Healthcare information*
  - Emergency care chart, and a Well Child Clinic brochure
- *Baby-sitter information card*
- *Program information*
  - Parent Entrance Survey, possible parent time topics, home reading chart, program schedule, and any other pertinent program information
- *Family activities -*
  - Children's book, materials for activity based on children's book, letter from child's teacher, primary letterhead stationery, and a pencil

Suggested Activities

- The child's teacher may bring a developmentally appropriate activity to engage the child in while the adult's teacher goes over the packet information.
- The letter is read to the child. The child is encouraged to use stationery to write back to the teacher, family members or friends.
- The parent or child's teacher reads the book from the packet to the family.
- A family activity based on the child's book is completed. For example, if the child's book is about preparations that someone goes through before taking a nap, such as in Mercer Mayer's **Just a Nap** , the family can then write and illustrate a personal book about nap time preparations in their home.

Appendix H

Family Literacy Questionnaire:
Parent Entrance Survey

1. Do you have a library card? _____
2. Does your child have a library card? _____
3. How many times in a month do you visit the library? _____
4. Do you have children's books in your home? _____
5. Do you read to your child? _____

   If yes, how many times a week? _____
6. Do you have adult books in your home? _____

   magazines? _____

   newspapers? _____
7. Does your child see you read? _____
8. Do you read for pleasure? _____

   If yes, how many times a week? _____
9. If you read at home, what language do you read in? _____
10. Do you write letters? _____

    To whom? _____

    How often? _____

Name _____

Date _____